

# Unit Planning Guide: Grade 4 Unit 1 of 10

Unit Title: Crafting a Community of Readers & Writers	Pacing (Duration of Unit): 3 weeks
Grade: 4	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.5** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.
- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### WIDA Standards (ELL)

**WIDA for English Language Learners**  
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  
 In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li><li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li></ul> <p>L4.4 c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	
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### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Crafting a community of learners occurs not only with building relationships and respect but also through the physical makeup of the learning environment.
- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of viewpoints benefits all.
- It is essential for students to learn to recognize themselves as readers and writers.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What does it mean to be a part of a learning community?
- Why do people read? How do you learn about yourself as a reader?
- How are reading and writing related?
- How does engaging in thoughtful discussions help you become a contributing member of the community?

### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. (**academic vocabulary is in bold**)

*Students will know ...*

- The structures and conventions of **literature & informational text**.
- That **fluency** is not about speed, but rather reading smoothly, with appropriate **phrasing** and **pausing** in order to read with meaning.
- The behavioral expectations of the classroom.
- Rules for thoughtful **discourse** in the classroom and online.
- The importance for choosing a book that is at an **independent level** for them.
- That **explicit** refers to something stated directly in a text, whereas an **inference** is reading into a text using clues and background knowledge.
- That text has structure and some of those structures are **chronology, comparison, cause/effect, problem/solution**.
- That a **narrative** is a piece of writing that tells a real or imagined experience.

**Important Notation:** Texts should be chosen from the grade 4-5 text complexity band.

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Recognizing the key structural elements of literature and informational text. (*understanding*)
- Using evidence from a text to discuss or write. (*applying*)
- Building their stamina for reading and writing for an extended period of time. (*applying*)
- Examining texts for independent reading based on interest, background knowledge, and vocabulary. (*analysis*)
- Engaging in thoughtful discourse with peers in a teacher led environment. (*evaluating*)
- Choosing when formal English versus informal discourse is appropriate. (*applying*)